Job Description & Person Specification
Teaching Assistant Level 3 (SEN)
For learner intervention supports and short-term absence

T. 0161 883 2401 **E.** info@newbridgegroup.org **W.** www.newbridgegroup.org

Job Description	
Job Title:	Teaching Assistant Level 3 (SEN) For learner intervention supports and short-term absence
Pay Grade / Scale / Range:	NJC scale 5 points 12-17 SEN Allowance **See advert for actual salary pro rata**
Benefits & Perks:	Occupational pension scheme, occupational sickness scheme, TOIL /Health benefit scheme
Working hours:	**Hours as agreed with relevant school** **Term time only (195)** Ability to work the hours needed to meet all the demands of the job.
Location:	Based at Heywood Academy. You may be required to work at any site of the New Bridge Group
Staff responsible to:	Head of School
Staff responsible for:	None
Accountable to:	CEO
Probationary period:	26 working weeks probation

New Bridge Group
Teaching Assistant Level 3 (SEN)

Purpose of the post

To work under the guidance of designated teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task, responding to questions and generally assisting pupils to undertake set activities.

KEY TASKS – Support for Pupils

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.

2. Supervise, assist and support pupils, to access learning activities, through your knowledge of the curriculum and knowledge of how pupils learn.

3. The role may include supporting and implementing student's personal programmes, relating to social, health, physical, hygiene and welfare matters, and appropriate communication methods.

4. To ensure safety, welfare and personal care are attended to with dignity, empathy and respect. The pupils may also need assistance to access different areas of the school. Following appropriate training, administer first aid to pupils in line with school procedures.

5. To be able to plan and deliver a variety of interventions to meet the diverse needs of the pupils at Heywood Academy.

6. Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.

7. Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use.

8. Contribute to the development and implementation of Individual Education Plans, Behaviour Plans and activity-based risk assessments (including off site activities) in line with health & safety policy.

9. Promote self-esteem and independence, and employ strategies to recognise and reward achievement of self-reliance.

10. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.

KEY TASKS – Support for teachers

11. Liaise sensitively and effectively with parents and carers as agreed with the teacher within your role/responsibilities and participate in feedback sessions/ meetings with parents under direction from a teacher.

12. Assist in developing and maintaining a positive link between the school and the pupil's homes and to further establish and maintain regular contact with the families/carers of pupils being educated at the school. This may involve home visits and attendance at multi-agency meetings.

13. Work with the teacher and SLT to plan and implement lessons/activities, evaluating and adjusting lesson work / plans according to pupils' learning styles and individual needs and to meet pre-determined learning objectives.

14. Contribute to the setting up and on-going delivery of local and national learning strategies, across the key stages relevant to your setting, effectively utilising all alternative opportunities to support extended development of pupils' skills.

15. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring availability of appropriate evidence.

16. Undertake routine marking of pupils' work and accurately record achievement/progress using an explicit mark scheme that does not require interpretation. Invigilate tests and examinations as required.

17. Be responsible for keeping and updating records in a format agreed with the teacher and SLT, contributing to reviews / systems of records and systems as necessary.

18. Collate pupil reports in liaison with the teacher and SLT, inputting intervention data as required.

19. Create and maintain an appropriate learning environment in liaison with the teacher.

20. Assist with the display of pupils' work.

21. Determine the need for, prepare and maintain general and specialist equipment and resources.

22. Provide clerical support for teachers, e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and. maintaining records of stock; administering coursework, production of work sheets for agreed activities.

KEY TASKS – Support for the School

23. Promote positive values, attitudes and good pupil behaviour. Anticipate and manage promptly with challenging behaviour, conflicts and incidents whilst encouraging pupils to take responsibility for their own behaviour, in line with established school policies, e.g. the use of team-teach.

24. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils.

25. To transport pupils to enable them to access a broad and balanced curriculum and ensure clear relationships between home/school liaison. (Following specific training and appropriate checks on own vehicle and insurance)

26. Lead activities outside the classroom with groups of pupils, e.g. Intervention or a Reading Group, and/or assist other Activity Leaders outside the classroom with larger groups or whole classes.

27. Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher.

28. Act as cover, supervising whole classes occasionally, during short-term, unforeseen absence of teachers. Maintain good order and keep pupils on task. Respond to pupils' questions and generally assist pupils to undertake set activities.

Standard Duties

1. To work across the New Bridge Group if required.
2. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
3. To uphold and promote the values and the ethos of the school.
4. To implement and uphold the policies, procedures and codes of practice of the school, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
5. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
6. To participate and engage with workplace learning and development opportunities, subject to the school's training plan, working to continually improve own performance and that of the team/school.
7. To attend and participate in relevant meetings as appropriate.
8. To undertake any other additional duties commensurate with the grade of the post.

Contacts

Pupils, colleagues within the school, staff of the local authority, other education and healthcare professionals, parents, carers and guardians and visitors to the school

Responsible to:	Head of School and Executive Headteacher
Responsible for:	Not applicable

Special Conditions:

An enhanced Disclosure and Barring Service (DBS) check is required for this post

PERSON SPECIFICATION

PLEASE NOTE: Governors/Directors will use the criteria below **(those emboldened)** to shortlist. Only those applicants who demonstrate that they meet those criteria (to the Governors/Directors satisfaction) will be invited to interview.

	Selection Criteria Essential	Selection Criteria Desirable	How Assessed
Education & Qualifications	**NVQ 3 for Teaching Assistants or equivalent qualification / working towards certification or minimum of 3 years' plus experience as a qualified TA** **Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework** **Training in relevant learning strategies e.g. literacy/ Key Stages 3 or 4 and/or training in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.**	Team Teach training	AF / I AF / I AF / I
Experience	**Experience of supporting pupils who present with Autism** Current or recent experience of successfully dealing with frequent physical interventions Experience of producing detailed assessments and analysis of pupils' behaviour Experience of successfully implementing interventions in supporting social, emotional and behavioural needs Experience of preparing/contributing to learning resources to support learning programmes		AF / I AF/I AF/I

	Experience of effectively using ICT and other technology and resolving straightforward problems in their operation		AF / I
	Experience of working with children of a relevant age to those within the New Bridge Multi-Academy Trust (4-19 years) who present with challenging behaviour and complex needs within an educational setting		AF / I
	Experience of supporting teaching and learning activities for pupils, and providing support for the class teacher in the preparation and organisational processes involved in the day to day running of a lesson		AF / I
	Experience of working in partnership with classroom teachers to adapt appropriate interventions for pupils in relation to the curriculum		AF / I
	Experience of providing cover in the short-term absence of the class teacher		AF / I
	Experience of monitoring and assessing pupil progress and engagement; and providing regular feedback to stakeholders		AF / I
Skills & Abilities	Interpersonal skills to build effective working relationships with pupils and colleagues		AF / I
	Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives		AF / I
			AF / I

	To promote a positive ethos and good role model		
	Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these		AF / I
	To continually improve own practice/knowledge through self-evaluation and learning from others		AF / I
	The physical and emotional resilience to support pupils with complex needs, taking a non-judgemental approach, understanding that all behaviour is a form of communication		AF / I
	A nurturing and empathetic approach to behaviour management		AF / I
	The ability to model and encourage appropriate social behaviour in and out of school and to cater for the general welfare of pupils		AF / I
	The ability to build relationships with pupils, families, key partners around the pupils and other adults		AF / I
	Communication skills to liaise sensitively and effectively with parents and carers and to exchange information to a range of audiences		AF / I
	Strong organisational skills and the ability to work proactively, using own initiative		
	Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives		

	ICT skills to operate a computer and other basic technology such as photocopiers etc. To continually improve own practice/knowledge through self-evaluation and learning from others		
Knowledge	Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation regarding SEND and the responsibilities of the role within these for promoting pupils' welfare **Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies** Understanding of how safeguarding and confidentiality are important when working with children and young people **Understanding of the impact a child's mental health and well-being can have on their functioning within the classroom** **Understanding of equal opportunities and an awareness of potential barriers children may have around learning**		AF / I AF / I AF / I AF / I AF / I AF / I
Work circumstances	To work flexibly as the workload and needs of the pupils demand To travel and work at other sites within the New Bridge Group as may be required Occasional out of hours working to support school functions		I I I

Abbreviations: AF = Application Form; I = Interview.

Any candidate with a disability who meets the essential criteria will be invited to interview